

Project Bright IDEA 2: Interest Development Early Abilities

**A Jacob Javits Gifted Education Program
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Concept: Relationships

Topic: Caste System in Medieval Europe

By: Nicole Earnest and Lorrie Hetzell

Grade Level: 6

**The North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program**

The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic – Caste System in Medieval Europe
Text – Good Masters! Sweet Ladies!
Author – Laura Amy Schlitz
Publisher/Date- Candlewick Press/ 2007

Concepts	Themes
Relationships Perception	Relationship with Self The affect of socio economic status on life Diversity
Issues or Debates	Problems or Challenges
Independence vs. Community Abundance vs. scarcity Wealth vs. poverty Equal rights	Survival of oneself and family Providing for oneself and family Overcoming adversity
Processes	Theories
growth hope understanding levels of class	Some people are better than others Certain people have more rights because of class
Paradoxes	Assumptions or Perspectives
Grass is greener on the other side Once at the bottom always at the bottom	One person can make a difference for many Class lines make strong dividers

Concept: Relationships

**Topic: Caste System in
Medieval Europe**

Suggested Text Selection(s): Good Masters! Sweet Ladies!

Look, Listen and Identify:

Intelligent Behaviors

Story Focus: persisting, thinking interdependently, finding humor, taking responsible risks

Student Activities: Thinking flexibly, creating, imagining and innovating, applying past knowledge to new situations, striving for accuracy and precision

NC Standards: SS- Comp. Goal 11-The Learner will recognize the common characteristics of different cultures in South America and Europe.

ELA- Goals: 1.01, 1.02, 1.03, 5.01, 5.02

Local Pacing Guide Timeline:

Thinking Skills Focus: compare/contrast, classifying, recognizing attributes, metacognition

Topic Focus: Caste system in Medieval Europe

Concept Focus: Relationships, Perception

Overarching Generalizations:

1. Relationships are unifying and dividing.
2. Relationships can be harmonious and discordant.
3. Relationships are inevitable.

More Complex Generalizations (Two or more concepts):

1. All things affect and are affected by their relationships with their environment.

Directions for Teachers:

Display sentence strips with the generalizations. Discuss topics and vocabulary words needed to gain a deeper understanding of the conceptual lessons.

Suggested Topics for Discussion:

Relationships between members of the same class.
Relationships between members of different classes.
Way of life for members of each class.
Crusades
Male vs. Female roles in medieval society

Suggested Vocabulary Words for Discussion:

Crusade
farthing
three-field system
nobles
commoners
clergyman
peasant
pilgrimage
varlet
The Feast of All Souls
May Day
Falconry
Prejudice

A Six-Step Process for Teaching Academic Vocabulary Terms:

1. Provide a description, explanation or example of the new vocabulary term.
2. Ask students to restate the description, explanation or example in their own words using complete sentences.
3. Ask students to construct a picture, symbol or graphic representing the term or phrase.
4. Engage the students periodically in activities that help them add to their knowledge of the terms in a booklet that they have created (Keep it simple.)
5. Periodically ask students to discuss the terms with one another (**Think** of your favorite vocabulary words from the unit; **pair** with a vocabulary buddy, **share** by discussing the vocabulary terms with your vocabulary buddy.) Teacher should model process each time before students do the Think, Pair, Share with Vocabulary Buddy.
6. Construct games to periodically involve students and allow them to play with the terms.

Robert Marzano

Vocabulary Extension:

Select a generalization(s) and essential questions. Introduce one or more of the following topics:

Six Facets of Understanding

Facet 1 – EXPLANATION
During the Crusades the pope allowed villains to fight battles, what would happen if this was permitted today? Predict if the effect would be positive or negative and why?
Facet 2 – INTERPRETATION
How are the relationships between the characters in the book <u>Good Masters! Sweet Ladies!</u> like relationships you know about today? Create five analogies comparing the characters in the book to current individuals in society.
Facet 3 – APPLICATION
Based on what you learned from the story of Jacob and Petronella, create a plan to allow students from different cultures, backgrounds, and ethnicities to interact and learn about each others customs and beliefs.
Facet 4 – PERSPECTIVE
Compare and contrast Isobel’s life with Barbary’s. How would Isobel’s perspective of the lower class change if she had to spend a day with Barbary’s family?
Facet 5 – EMPATHY
Assume the role of Taggot. Write a journal entry describing what it would be like to walk in her shoes.
Facet 6 – SELF-KNOWLEDGE
What is something you became aware of after reading <u>Good Masters! Sweet Ladies!</u> that you would like to learn more about?

**Read:
Task Rotation Learning Activities**

K-2

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Create a list of jobs based on their prestige. Start with the occupation that would be the least prestigious and finish with the Lord. Can you put men and women on the same list? Do you need to create a second list for the jobs that women were allowed to hold?</p> <p>What gifted intelligent behaviors would help you be successful in the career path you want to follow?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>With a partner, role play a scene with different characters from different classes. Be sure to include some sort of conflict between the two characters. How will they resolve it?</p> <p>What gifted intelligent behaviors are needed to solve a conflict with a friend?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Compare and contrast the medieval Feast of all Souls with some popular holidays that occur near the beginning of November.</p> <p>What gifted intelligent behaviors are used in planning a holiday event?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Image you are one of the characters in the book, write a monologue describing your plight.</p> <p>What gifted intelligent behaviors would you use to overcome a problem?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products:

Monologue, role play, comparing, contrasting, organizing

Real World Applications:

Secretary, businessman, scientist, engineer, author, farmer

Real World Terms:

Discrimination, prejudice, working class, blue collar, class, dominant

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus: Relationships**Overarching Generalizations:**

1. Relationships are unifying and dividing.
2. Relationships can be harmonious and discordant.
3. Relationships are inevitable.

More Complex Generalizations (Two or more concepts):

All things affect and are affected by their relationships with their environment.

Essential Question

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

How is your relationship with people of your socio-economic group different from your relationship with people of a different socio-economic group?

Materials Needed for Task Rotation and/or Task Rotation Menu

Paper

sixth grade social studies text

Pencil

computer

Good Masters! Sweet Ladies!

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

1. What is the meaning of a relationship?
2. What changes are occurring within the relationship?
3. What are examples of relationships within a given community?
4. What possible conflicts occur within a relationship?
5. How does your relationship with members of your socio-economic status differ from your relationship with members of a different socio-economic group?

Intelligent Behaviors:

1. What intelligent behaviors did you use when you created your list of occupations?
2. What intelligent behaviors did you use when you role played different characters?
3. What intelligent behaviors did you use when you compared and contrasted the Feast of all Souls
4. What intelligent behaviors did you use when you wrote your monologue?

Literary Perspectives:

What are the examples from this book that show that people have to be flexible based on changes related to chaotic and discordant relationships?

Even though the historical figures in this book had both unifying and dividing issues, what were the results of their relationships?

What are some examples of internal conflict that the characters in the book are having?

Student/Teacher Reflections

Math Task Rotation Learning Activities

K-2

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

<p>Mastery Learner (A) Sensing- Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Interpersonal Learner (B) Sensing-Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>
<p>Understanding Learner (C) Intuitive-Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products:

Project Bright IDEA Javits Research funded by US Department of Education
North Carolina Department of Education and The American Association for Gifted Children,
Duke University

Real World Applications:

Real World Terms:

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question(s):

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections

Concept: Relationships

Topic: Medieval Caste System

Generalization(s):

1. Relationships are unifying and dividing.
2. Relationships can be harmonious and discordant.
3. Relationships are inevitable.

Essential Question(s):

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Choose a monologue and create a list of four topics you learn about medieval times from this character.	Choose a monologue and explain the main idea, mood, and character’s place in society.	Create a display different jobs in the book and the characters who have them. Be sure your display demonstrates the levels of their position.	Assume the role of one of the characters in the book. Create an “all about me” poster for that character.
2	Make a diorama-like display demonstrating some of the aspects of a chosen character’s life in the village.	Choose a monologue and analyze it. Explain 5 things that you learned about the middle ages from reading this monologue.	Choose a monologue and imagine you are that character. Answer the following questions as that character. 1. Where are you ? 2. What just happened? 3. What are you doing?	Working with a partner, create a travel guide for someone who is thinking of visiting the medieval village. Include important landmarks and quotes from some of the different characters about the village.

3	Choose one occupation of a character in the book. Research the occupation that person has. Write a report teaching others about this occupation.	Think critically about what is being said and the subtext of the monologue- what feelings or facts are being hinted at but not directly expressed. Rewrite a section of a chosen monologue in today's language.	Using your knowledge gained from reading the book, choose a medieval building from anywhere in the world. Imagine a person who might have lived in that building and write an original monologue.	With a partner, choose two characters from the book. Each of you create a list of questions to ask the other character about daily life, place in society, interests, and struggles. Then interview each other from the character's point of view.
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Real World Connections With Products: list, diorama, report, story telling, interviewing, monologue, poster, travel guide

Real World Applications: author, newscaster, actor, artist, travel agent

Real World Terms: diorama

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus: Relationships

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question:

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Materials Needed for Task Rotation and/or Task Rotation Menu

- Poster board,
- Diorama materials
- Computer
- Markers/colored pencils
- Encyclopedias/ research materials

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

1. What is the meaning of a relationship?
2. What changes are occurring within the relationship?
3. What are examples of relationships within a given community?
4. What possible conflicts occur within a relationship?
5. How does your relationship with members of your socio-economic status differ from your relationship with members of a different socio-economic group?

Intelligent Behaviors:

What intelligent behaviors did you use when you when you analyzed the life of your character and the world around them?

Literary Perspective:

What are the examples from this book that show that people have to be flexible based on changes related to chaotic and discordant relationships?

Even though the historical figures in this book had both unifying and dividing issues, what were the results of their relationships?

What are some examples of internal conflict that the characters in the book are having?

**Student Reflections and Assessments
Task Rotation Learning Experience**

K-2

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

<p align="center">Mastery Learner (A) Sensing- Thinking</p> <p>Organize the characters in <u>Good Masters! Sweet Ladies!</u> into the correct level of the medieval caste system. Then, rank the characters within each class in order from most desirable to least desirable.</p> <p>What gifted intelligent behaviors would be used if you were in a desirable position? In a least desirable position?</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>Choose to be a noble, clergyman, or commoner. Write a letter back home on your pilgrimage during the crusades. Explain what you see, what you are doing, and your feelings about your journey.</p> <p>What gifted intelligent behaviors do you portray when you go on a trip?</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Create a chart comparing and contrasting the medieval caste system with our class system in America today.</p> <p>What gifted intelligent behaviors are needed for someone to move up in class today?</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Imagine you have just walked into medieval Europe. Choose the member of society you would most like to be. Write a journal over the course of several days telling about your daily life. What are some of your successes? What are some of your challenges?</p> <p>What gifted intelligent behaviors do you use when you are in a new situation?</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>

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Real World Connections With Products:

Chart, list, letter, journal

Real World Applications:

Strategist, secretary, author, scientist, teacher, historian

Real World Terms:

Organize, list, compare, contrast, class system, society

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus: Relationships

Overarching Generalizations:

1. Relationships are unifying and dividing.
2. Relationships can be harmonious and discordant.
3. Relationships are inevitable.

More Complex Generalizations (Two or more concepts):

All things affect and are affected by their relationships with their environment.

Essential Question:

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

How does your relationships with people of your socio-economic group differ from your relationship with people of a different socio-economic group?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Chart paper
- Paper
- Pencil
- Social studies text

- Good Masters! Sweet Ladies!

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

1. What is the meaning of a relationship?
2. What changes are occurring within the relationship?
3. What are examples of relationships within a given community?
4. What possible conflicts occur within a relationship?
5. How does your relationship with members of your socio-economic status differ from your relationship with members of a different socio-economic group?

Intelligent Behaviors:

1. What intelligent behaviors did you use when you organized characters?
2. What intelligent behaviors did you use when you created your chart?
3. What intelligent behaviors did you use when you wrote your letter?
4. What intelligent behaviors did you use when you wrote your journal entry?

Literary Perspective:

1. What lessons can you learn from the book Good Masters! Sweet Ladies! about the relationships between people during the middle ages?
2. On page 64 in Good Masters! Sweet Ladies! it states, “Once I’ve lived in town a year and a day, I’ll be free.” Using the picture and what you have learned about medieval life, explain why this is true.
3. How did the author’s use of narrative poetry in the book lead to a better understanding of the author’s message about relationships?

Student/Teacher Reflections

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Real World Connections With Products:

Real World Applications:

Real World Terms:

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question:

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:

Finger Plays, Nursery Rhymes and Songs:

Video Clips:

Paintings & Prints:

Teacher Reflections

Literary Selection

Date

School

Grade

1. What were the strengths of the task rotations and/or other activities?

2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.

3. What would you change or add the next time you taught this lesson?

4. What opportunities for growth does the resource unit have?

5. What were "ah ha's?" for the students? For teachers?

“Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities